

## AGENDA ITEM XI-E

Consideration of adopting amendments to Section 4.54(a)(3) of Board rules, concerning the college readiness standard on the Texas Assessment of Knowledge and Skills (TAKS), and simultaneously proposing amendments to Section 4.54(a)(1)(A) and (B) and 4.54(a)(3) of Board rules concerning exemption requirements for the Texas Success Initiative (Second Consideration and First Consideration)

- RECOMMENDATION:
1. Adopt amendments to Section 4.54(a)(3) of Board rules, concerning the college readiness standard on the Texas Assessment of Knowledge and Skills (TAKS)
  2. Propose amendments to Section 4.54(a)(1)(A) and (B) and 4.54(a)(3) concerning exemption from the requirements of the Texas Success Initiative.

### Summary (Rules for adoption):

At its January meeting, the Board proposed amendments to Section 4.54(a)(3) of Board rules concerning the college-readiness standard on the Texas Assessment of Knowledge and Skills (TAKS). The staff views the college readiness component of the TAKS as the logical successor to the Texas Academic Skills Program (TASP) Test as the statewide benchmark standard. This standard would provide even closer alignment between what is expected of high school graduates and what is needed by college freshman. The amendments, if adopted, would allow exemption from the assessment required under the Texas Success Initiative for students who met the college-readiness standard on the exit-level TAKS

### Summary (Proposed rules):

In order to align the rules for dual credit adopted by the Board in January 2004 with other related college-readiness tests, and to provide more opportunities for students to enroll in certain college-level coursework without having to take additional state-mandated testing for Texas Success Initiative (TSI) purposes, staff recommends exemptions be available by subject area (based on ACT, SAT, and exit-level TAKS scores). Providing exemptions by subject area would allow students to move forward with college courses in those subjects for which they demonstrate readiness, while simultaneously taking developmental work in other areas for which they may not have demonstrated readiness.

For example, if a student scores a 23 composite on the ACT, with a 21 on the Math section, and an 18 on the English, under current rules this student would not meet the combined qualifying exemption standard (23 composite, with at least a 19M and 19V) because he or she did not earn a 19 on the ACT Verbal section. The proposed rules would allow this student to be exempt from (only) the Mathematics section of a test required for TSI proposes based upon a sufficient math score, and he or she could enroll in college-level courses related to Mathematics. The same de-coupling of subject area scores for exemptions would hold true for the SAT and the TAKS.

Date presented to the Board for Publication in the Texas Register: January 29, 2004

Date published in the Texas Register: February 20, 2004

Summary of comments received: No comments were received

Purpose: The recommended amendments would establish a college-readiness standard on the exit-level Texas Assessment of Knowledge and Skills (TAKS).

The proposed amendments would allow exemption from state-mandated testing based on subject area scores on assessments used for exemption purposes.

Impact: There is no anticipated fiscal impact.

Advisory Committee Statement: There is no statutory advisory committee.

Legal Consideration:

Approved by the Office of General Counsel \_\_\_\_\_ Date: \_\_\_\_\_

The proposed amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language